DOCUMENT RESUME

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ABSTRACT

This module is designed to instruct students and staff on methods for the successful use of the services of a school volunteer. Mini-Module 1, "Preparing for a School Volunteer," lays the foundation for the module and is divided into four objectives. By performing these objectives, the participant achieves the following: a) identifies the duties of the volunteer and factors in his own personality that may help or hinder his objectives; b) informs the staff of the goals of the volunteer program; c) organizes the volunteer's site material and equipment; and d) plans procedures for explaining the equipment to the volunteer. Mini-Module 2, "Making the Most of a School Volunteer," has the following as its terminal objective: the participant will plan with, monitor the actions of, and critique his assigned volunteer according to selected criteria. (Included in this document are sample evaluation and critique sheets and introductory material on how to administer the module.) (JA)

ED 081777

AN
INDIVIDUALIZED
VOLUNTEER
EDUCATION
MODULE

USING THE SERVICES OF A SCHOOL VOLUNTEER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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MODULES IN CLUSTER IX: Implementing A School Volunteer Program

General Skills and Knowledge

1. Administering A School Volunteer Program
2. Becoming A School Volunteer
3. Building One-To-One Relationships
4. Using The Services Of A School Volunteer

Specific Skills and Knowledge

5. Assisting In The Library
6. Assisting In The Classroom
7. Assisting With Clerical Tasks
8. Assisting With Physical Education Activities
9. Helping Students Develop Appropriate Behavior
10. Sponsoring A Special Interest Club
11. Volunteering In Special Education

INDIVIDUALIZED VOLUNTEER EDUCATION MATERIALS

A DESCRIPTION OF THE B-2 MODEL FOR PACKAGED VOLUNTEER TRAINING MODULES

A major objective of the 1969 Florida EPDA B-2 Program was to develop individualized teacher training materials. These materials were designed to be used in either pre-service or in-service teacher education. They were prepared in the form of a self-contained "packaged" module aimed at specific teaching skills or specific concepts fundamental to teaching. Each module was expected to include all of the information and directions needed to accomplish a set of observable goals.

An outgrowth of this effort has been the extension of this type of training presentation to the volunteer in the school setting. This 1971 project in material development for volunteer workers in education capitalizes on the most successful aspects of the original teacher training modules while adding additional features to further extend the concept of individualized training.

The design or model used in preparing these materials is set up so that each of the important elements (outlined below) will fulfill specific functions in assisting a user to achieve the stated goal of the module. Materials which follow this basic model will fulfill these specifications.

Objectives

The objectives describe clearly what the user should be able to do after successfully completing the activities. Objectives are stated in terms of observable, measurable behavior of the user. Two types of objectives are included:

TERMINAL OBJECTIVES will describe competencies which the volunteer will be able to apply in carrying out his function.

ENABLING OBJECTIVES will describe the sample performances which represent simplified versions of the behavior described in the terminal objective. This tells the user what he must do to complete the prescribed evaluation requirements. Since specific objectives (enabling objectives) must be measurable through methods described in the evaluation (described on the following page), each terminal objective and enabling objective has three characteristics: (1) the performance verb is stated; (2) the conditions under which performance will take place are described; and (3) the criterion level (or the standard) of acceptable performance is specified.

Prospectus

The prospectus describes how the skills taught in the module can be applied to real situations, or how they are related to some

more important purpose. The prospectus also states and describes any skills which are necessary for the learner to possess prior to beginning the module if he is to achieve success with this type of training.

Materials

All materials needed to complete suggested activities are either included or described, and source references are given if it will be necessary to order supplementary print or non-print materials.

Procedures

Procedures are designed so that the user can follow them in chronological sequence as he works to achieve each specific objective. Wherever possible, alternate activities and materials are specified. The sequence for each objective will be outlined in a flow-chart (road map) preceding the enabling activities and will normally include three types of activities:

EXPOSURE to information in the form of suggested or required reading (supplied in the materials or through suggested references), observation of material or live on-site activities, discussions, interviews, etc., to give background information, definitions, directions, models of performance or the like.

INFORMATION-PROCESSING for each of the ideas or performance requirements presented in the exposure to information. These may be in the form of response questions, observation check sheets, discussion responses, verbal or written reports, or other activities which will help the learner master the concepts to which he has previously been exposed.

Appropriate PRACTICE with FEEDBACK. The practice situations are designed to be similar to those which will be used in the evaluation. The feedback provides the learner with information about his behavior in terms of how well he is achieving target performance. This lets the learner know in what way, if any, he needs to further modify his version of the terminal behavior.

Evaluation

The major purpose of the evaluation activities is to determine the level of mastery of each of the enabling objectives for the module as a basis for deciding whether further instructional activities should be pursued. Two types of evaluation are included:

PRE-ASSESSMENT (the pretest or preliminary evaluation) will take place before the learner begins to carry out the suggested procedures. The purpose of pre-assessment measures may be to indicate whether a given objective has already been mastered,

to check readiness or to indicate a need for acquiring prerequisite subskills, or simply to provide a baseline for gauging progress, as compared with results of the terminal activity.

TERMINAL ACTIVITY (the post-test, or final evaluation) will take place after the enabling activities have been completed, or after one has successfully completed all of the pre-assessment. The terminal activity will indicate either that the objective has been achieved, or that further instructional activities should be pursued.

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INTRODUCTION

TERMINAL OBJECTIVE 1: After preparing himself, the students, the staff, and the site, the participant will identify the classroom and school procedures that the school volunteer will be expected to follow and will communicate this information to his assigned volunteer.

TERMINAL OBJECTIVE 2: The participant will plan with, monitor the actions of, and critique his assigned volunteer according to selected criteria.

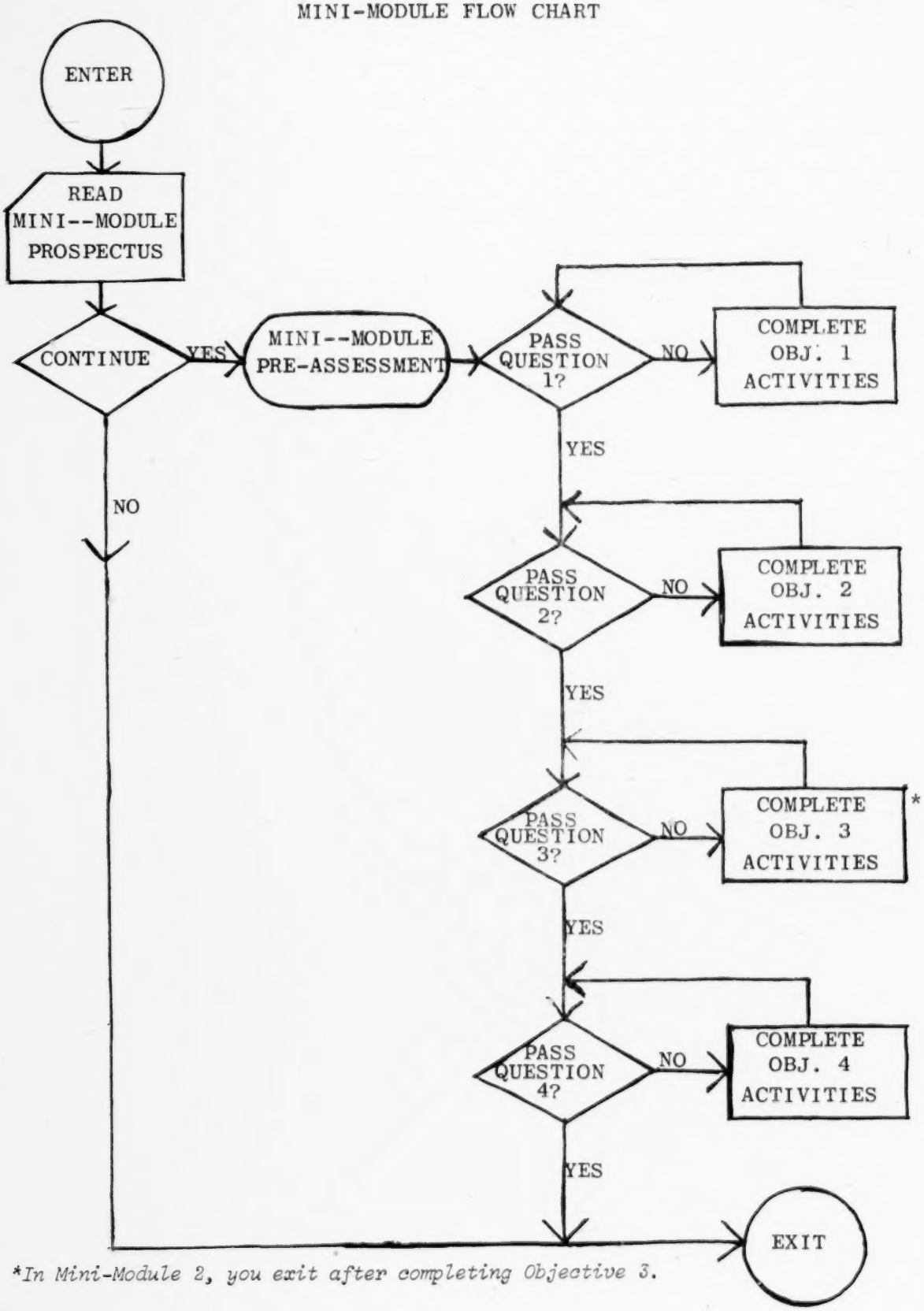
INSTRUCTIONS TO PARTICIPANTS:

Although this module has been designed for individualized learning, it is not intended that you work completely on your own. There will be opportunities for you to work with other participants (assigned teachers and task directors) in small group situations. Within your school there will be a B-2 or Volunteer Resource Person who should help provide the materials and equipment you need, clarify any portion of the procedures which are not clear, assist in making decisions about your progress, serve you during evaluation stages and generally facilitate your attainment of the objectives.

INSTRUCTIONS FOR ADMINISTERING MODULES:

1. This booklet should not be written in by participants.
2. Each of the mini-modules is programmed to be self-administering, but it is advisable that groups of volunteers begin together and work within the same area in order to provide for maximum interaction.
3. Many materials and resources are suggested, but only the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools, is required. It is available from the School Volunteer Program Office.
4. There should be time set aside for individual evaluation and progress reports between the participant and the school's Volunteer Resource Person.
5. Each participant should fill out a B-2 Module Feedback Sheet at the completion of both mini-modules. See the last page of Mini-module 2 for a sample form.

MINI-MODULE FLOW CHART



In Mini-Module 2, you exit after completing Objective 3.

B2

MINI-MODULE 1

PREPARING FOR A SCHOOL VOLUNTEER

MINI-MODULE 1 - Preparing for a School Volunteer

Prospectus

The terminal objective for this mini-module is:

> After preparing himself, the students, the staff, and the site, the participant will identify the classroom and school procedures that the school volunteer will be expected to follow and will communicate this information to his assigned volunteer.

The activities in this mini-module are designed to lay a firm foundation for the successful use of the services of a school volunteer. Attention has been given to the refinement of psychological, physical and procedural matters which form the basis of a healthy, growing relationship. It has been left to the discretion of individual teachers or task directors to set the time, place and manner of specific inter-action sessions, but it is hoped that no part of the suggested pre-planning components will be neglected.

To determine if this mini-module can be of use to you, turn the page and take the Pre-assessment. You will find additional directions there.

MINI-MODULE 1 - Preparing for a School Volunteer

Pre-assessment

DIRECTIONS: Begin with question 1. If necessary use a separate sheet to complete any lists, descriptions, etc. Then follow the directions contained in the response you choose.

1. Can you list 4 characteristics of your own personality that may help or hinder the performance of the duties of your own volunteer as officially described in the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools?

   A. Yes, then go on to question 2.
   B. No, then complete the mini-module by turning to Enabling Objective 1 on page 5 of this module.

2. Have you formally communicated the goals and philosophy of the School Volunteer Program to the students and staff with whom the school volunteer will be working?

   A. Yes, then go on to question 3.
   B. No, then complete this mini-module by turning to Enabling Objective 2 on page 9 of this module.

3. Have you organized the site, materials and equipment that will be used by your assigned volunteer?

   A. Yes, then go on to question 4.
   B. No, then complete this mini-module by turning to Enabling Objective 3 on page 10 of this module.

4. Have you identified and explained to your assigned volunteer, both the school and classroom procedures that he will be expected to follow?

   A. Yes, then you have satisfied the objectives for the Preparing for a School Volunteer section of this module. Go on to the Prospectus for the section entitled, Making the Most of a School Volunteer.
   B. No, then complete the rest of this mini-module by turning to Enabling Objective 4 on page 11 of this module.

Enabling Objective 1

The participant will begin preparing himself to receive a volunteer by identifying the duties of his volunteer and by participating in selected activities which will expose parts of his own personality which may help or hinder the performance of those identified duties.

ACTIVITIES FOR OBJECTIVE 1:

1. As the assigned teacher or task director for a volunteer, you will be asked to promote team dynamics and operate as a friend, trainer, and co-worker. Explore some of the advantages and disadvantages of group work by doing either A or B. Then list four characteristics of your own personality which may promote or retard cooperation.

   A. Follow the directions for the N.T.L. Cooperation Square Activity. See pages 6 to 8 of this module.

   B. Complete mini-pack 2 of the B-2 Module I: 1, Defining the Role of the Teacher Aide, substituting the idea of volunteer for aide.

2. In order to gain an understanding of the type of attitude or behavior expected of you, read the basic assumptions found on pages 6 and 7 of the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools. Then for each of the 5 assumptions, list several practical ways that you might implement that policy. Compare your list with at least one other participant in your school. Discuss any differences and make modifications where appropriate.

3. Acquaint yourself with the duties of your specific type of aide by reading the appropriate job description. See the section following page 15 in the Handbook for Volunteers, School Volunteer Program, Dade County Schools. Take notes and clarify any points which you feel may not apply or cover your own school situation by contacting the Volunteer Resource Person in your school or the School Volunteer Office.

4. Go back to question 1 of the Pre-assessment on page 4 of this module.

MINI-MODULE 1 - Preparing for a School Volunteer

Study Sheet #1 - COOPERATION SQUARES GAME*

LEADER'S GUIDE

PURPOSE

To become more sensitive to how one's behavior may help or hinder joint problem solving.

MATERIALS

Set of squares and instruction sheet for each five participants
Table for each five participants
Stiff paper
Envelopes

PREPLANNING

Before the session, the Volunteer Resource Person or other selected leader should prepare a set of squares and an instruction sheet for each five participants. (See reference sheets A and B.)

PROCEDURE

1. Divide the participants into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.
2. Ask that the envelopes be opened only on signal.
3. The Volunteer Resource Person or selected leader should begin the exercise by asking what cooperation means. List on the board the requirements for cooperation.
   Example:
   Everyone has to understand the problem.
   Everyone needs to believe that he can help.
   Instructions need to be clear.
   Everyone needs to think of the other person as well as himself.
4. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.
5. When all or most of the groups have finished, call time and discuss the experience. Ask such questions as
   How did you feel when someone held a piece and you did not see the solution?
   What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?
   How did you feel about breaking up your square?
   How did you feel about the person who was slow at seeing the solution?
   Was there a climate that helped or hindered?

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MINI-MODULE 1 - Preparing for a School Volunteer

Study Sheet #1 - COOPERATION SQUARES GAME (continued)

REFERENCE SHEET A

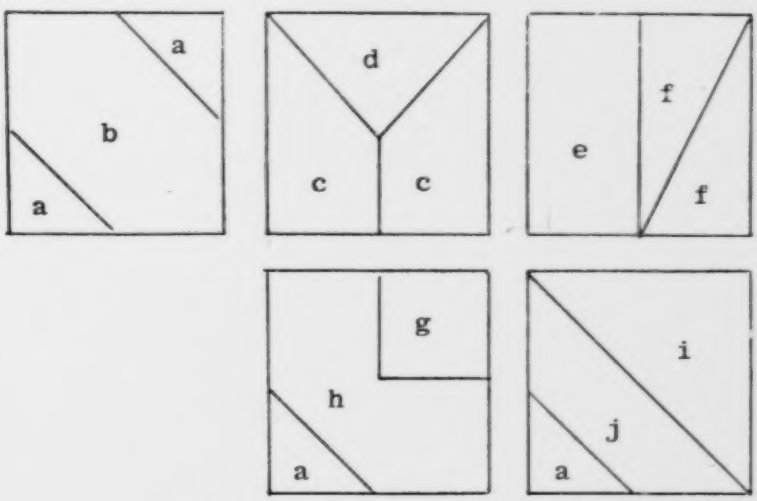
SETTING UP SQUARES

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6"x6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A--i, h, e
B--a, a, a, c
C--a, j
D--d, f
E--g, b, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6"x6" squares.



MINI-MODULE 1 - Preparing for a School Volunteer

Study Sheet #1 - COOPERATION SQUARES GAME (continued)

REFERENCE SHEET B

INSTRUCTIONS

Each participant should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1. No member may speak.

2. No member may ask for a card or in any way signal that he wants one.

3. Members may give cards to others.

Enabling Objective 2

The participant will begin preparing others to receive a school volunteer by planning the introduction of his assigned school volunteer to those students and staff with whom the volunteer will be expected to work.

ACTIVITIES FOR OBJECTIVE 2:

1. Make a list of those who will be working directly with the school volunteer, i.e., names of students, secretaries, parents, teachers, aides, etc. Identify their characteristics which will be most influential in determining the quality of the relationship. Examples:

a. A Language Arts Tutor should know the reading and achievement levels of his tutee and should be aware of situations which might affect his performance such as an after-school job, poor health, family problems, quick temper, etc.

b. A Clinic Assistant should know something about the school nurse, school psychologist, speech therapists, chronic clinic users and students with serious health problems.

2. After identifying the target population, plan a way of communicating the goals and philosophy of the school volunteer program to those in that group. For information read page 3 in the Handbook for Volunteers, School Volunteer Program, Dade County Public Schools. Discuss your plan with at least one other participant and make any appropriate modification. Examples:

a. A faculty or P.T.A. meeting exploring the volunteer program.

b. An individual teacher-student conference.

3. After preparing the target population as suggested in Activity 2, schedule a session to introduce your volunteer and the target population to each other at some appropriate future date. Then, when your volunteer finally contacts and meets with you, tell him of your plans for the introductory session.

4. Go back to question 2 of the Pre-assessment on page 4 of this module.

Enabling Objective 3
The participant will begin preparing to receive a school volunteer by organizing the site materials and equipment that will be used by his assigned volunteer.

ACTIVITIES FOR OBJECTIVE 3:

1. Identify the specific activities or duties that will be assigned to your volunteer. Determine the working space needed and consider any special spacial requirements. Examples:

   a. A Story Telling volunteer might need a place which is free from distractions, has adequate seating, can be monitored easily.

   b. A Clerical Assistant might need a place which does not interfere with usual activities, is free from extreme noise, can be organized and kept intact from session to session.

2. Identify and collect the materials, equipment or resources with which your assigned volunteer will be working. Locate any teachers' manuals, direction booklets or instructions which will be of use. Decide if materials should be stored in work area, kept by volunteer or returned to a central storage area.

3. Share the site and situation information that you have gathered with your volunteer at an appropriate time. Demonstrate the use of all materials and be sure to acquaint your volunteer with the school policies regarding the handling of resources.

4. Go back to question 3 of the Pre-assessment on page 4 of this module.

Enabling Objective 4

The participant will begin preparing to receive a school volunteer by identifying appropriate procedures and explaining these to his assigned volunteer.

ACTIVITIES FOR OBJECTIVE 4:

1. Identify and list the procedures that you would like your assigned volunteer to follow while working with you. Collect samples of such things as:

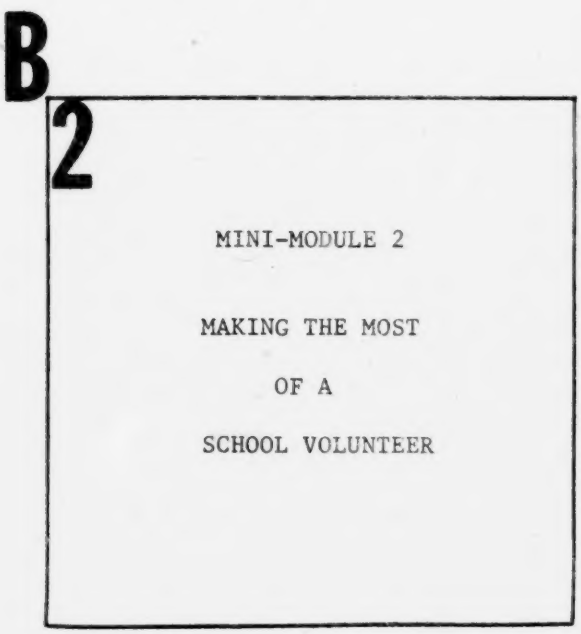
a. Lesson plans
b. Record keeping devices
c. Evaluation instruments
d. Assignment sheets
e. Progress reports
f. Attendance cards
g. Typing formats
h. Teachers' manuals

2. Identify and list the procedures and policies that the school expects your assigned volunteer to follow while working there. Check in teacher or student handbooks and collect samples of such things as:

a. Parking stickers
b. Sign-in sheets for volunteers
c. Student forms: hall passes, library cards, absentee slips, etc.
d. Bell schedules
e. Transportation requests and parental permission slips
f. Supply requisition forms
g. Room keys
h. Fire drill procedures

3. Participate in one or more sessions to explain these procedures to the volunteers and to clarify situations before problems arise. It would be expedient to explain the school-wide procedures at a general meeting of all the volunteers within your school, but it would be wiser to set aside some time for a private explanation of your own procedures with your assigned volunteer.

4. Go back to question 4 in the Pre-assessment on page 4 of this module.



MINI-MODULE 2

MAKING THE MOST OF A SCHOOL VOLUNTEER

MINI-MODULE 2 - Making the Most of a School Volunteer

Prospectus

The terminal objective for this mini-module is:

> The participant will plan with, monitor the actions of and critique his assigned volunteer according to selected criteria.

The activities in this mini-module are designed to help you systematically utilize and subsequently improve the quality of the volunteer's experience not only for your own volunteer, but also for yourself and your students. For each step, suggested formats and plans have been included, but it has been left in the hands of the individual participant to determine the technique most appropriate in his own situation.

To determine if the mini-module can be of use to you, turn the page and take the Pre-assessment. You will find additional directions there.

MINI-MODULE 2 - Making the Most of a School Volunteer

Pre-assessment

DIRECTIONS: Begin with question 1. If necessary use a separate sheet to complete any lists, descriptions, etc. Then follow the directions contained in the response you choose.

1. Have you met with your volunteer to make specific plans for his activities?

   A. Yes, then go on to question 2.
   B. No, then complete this mini-module by turning to Enabling Objective 1 on page 14 of this module.

2. Have you developed a system for monitoring the activities of your school volunteer?

   A. Yes, then go on to question 3.
   B. No, then complete this mini-module by turning to Enabling Objective 2 on page 15 of this module.

3. Have you identified appropriate criteria and conducted a critique session with your assigned volunteer?

   A. Yes, then you have satisfied the objectives for the Making the Most of a School Volunteer section of this module. Check with your school's Volunteer Resource Person to determine your next move.
   B. No, then complete the rest of this mini-module by turning to Enabling Objective 3 on page 18 of this module.

Enabling Objective 1

The participant will model a planning session, make plans with the volunteer and provide for future planning session

ACTIVITIES FOR OBJECTIVE 1:

1. In order to present your volunteer with a model of appropriate behavior, invite him to observe you during at least one planning session. As you go through each step, explain the why and how. Be sure to select a scope and sequence, define your goals, identify materials and pre-requisites, delineate procedures, identify options or alternatives and provide for assessment. If your volunteer will be working with students and needs help in organizing activities refer him to either A or B.

A. Other B-2 modules.

B. Any materials that you collected during Mini-module 1.

2. Then, set aside a time before or after regular school hours and meet with your volunteer to establish long-range plans. Be sure to include any information about material, supplies, equipment and procedures that were not covered during previous sessions. It would also be wise to incorporate a planning session at regular intervals.

3. Develop a written communication system for use on days of actual volunteer service so that the entire class or organization will not be interrupted if plans must be suddenly modified. It might be wise to plan your own schedule or class so that you can be free for a few minutes at the time of his arrival or departure, at least for the first few sessions.

4. Go back to question 1 of the Pre-assessment on page 13 of this module.

Enabling Objective 2

The participant will develop a system for monitoring the activities of his assigned school volunteer.

ACTIVITIES FOR OBJECTIVE 2:

1. Make a list of the problems that you feel you will encounter when trying to monitor, observe or keep track of your volunteer. Then write at least two different solutions to each of the expected problems after doing either A or B.

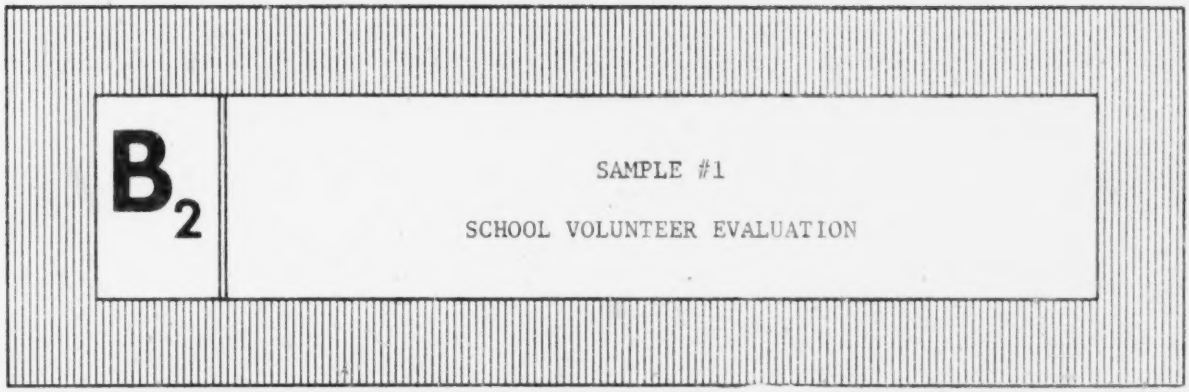
A. Participate in a brain-storming session with other participants to share solutions.

B. Meet with your Volunteer Resource Person to find alternatives.

2. Make a list of criteria, categories or things to look for when you do actually observe your volunteer in action. See the samples from other school volunteer programs on pages 16 to 17 of this module. Share your feelings with the other assigned teachers or task directors from your own school in order to unify your criteria. Then show the criteria to your volunteer so he is familiar with your expectations. Discuss any point with which he: strongly agrees
strongly disagrees
feels unnecessary or irrelevant.

3. Then make a schedule of target observation dates so your volunteer can be prepared. Be sure to make arrangements to have your class or task covered by a team member, the Volunteer Resource Person, etc. during those periods of observation. Using the criteria you developed in activity 2, monitor an activity being conducted by your volunteer. Be sure tc use the time for observation only, do not critique or discuss until you have completed Enabling Objective 3.

4. Go back to question 2 of the Pre-assessment on page 13 of this module.



	Inade-quate	Below Average	Satis-factory	Strong	Out-stand-ing
PERSONAL QUALITIES					
Appearance and manner					
Mental alertness					
Assumption of responsibility					
Emotional poise					
Ability to present ideas					
Ability to work with students					
Welcomes suggestions; tries to apply them					
ACADEMIC COMPETENCE					
Knowledge of subject matter					
Use of basic skills					
Ability to stimulate pupil progress					
OVERALL EVALUATION					
Has been a definite aid to classroom instruction					
Has helped to free invaluable instructional time					
Has been a motivating force for a student(s)					
Definite academic change seen in student(s)					
Behavior change seen in student(s)					
Pupil response to volunteer					
Communication with volunteer before instruction					
Communication by volunteer concerning pupil progress					

I would be willing to have a volunteer again NO_____
YES_____

SUGGESTIONS AND CRITICISMS:

Name

B_2

SAMPLE #2

EVALUATION OF VOLUNTEER PROGRAM

RATING SCALE: Check column 1 if the service has been excellent
column 2 if it has been good
column 3 if it needs improvement and
column 4 if not applicable

	1	2	3	4
1. The volunteers have been willing to work under the directions of the teachers and the principal.				
2. The volunteers have been regular in attendance.				
3. The volunteers have worked harmoniously with students.				
4. There was evidence that the volunteers enjoyed working in the school.				
5. There was evidence that the volunteers rendered helpful service.				
6. The volunteers relieved teachers of non-teaching chores.				
7. The volunteers were able to assist in certain phases of the instructional program.				
8. There was evidence that the use of volunteers improved school-community relations.				
9. The time spent in the school per week by the volunteers was adequate.				
10. Our volunteers had special talents, skills, or experiences which were used to enrich the instructional program.				
11. There was evidence that the children enjoyed working with the volunteers.				

1	2	3	4

12. The volunteers in our school provide appropriate models for students in behavior, speech and dress.

13. The volunteers did not hinder efforts to maintain good order and pupil-teacher planning in the classroom.

Enabling Objective 3

After planning and monitoring the activities of his school volunteer, the participant will conduct a critique session based on selected criteria.

ACTIVITIES FOR OBJECTIVE 3:

1. Participate in a role-playing session with other assigned teachers or task directors in order to anticipate some problems that might arise. See page 19 of this module for sample situations. After each role-playing episode brainstorm with your colleagues to find solutions and set criteria for critique.

2. After observing your school volunteer in action, set aside time to discuss the activity in private. The following points might help guide the critique session:

a. Do you think you accomplished your goals?
b. How did you feel as you were working?
c. How did you feel as you were being observed?
d. Did the students or others react the way you thought?
e. What unexpected problems or situations did you face?
f. If you were to participate in the same activity again, what would you change?
g. What can I (assigned teacher or task director) do to help you be more effective or efficient?

3. As a result of the critique session, take stock to see what reinforcements or resources could be useful to making the volunteer experience more meaningful. Discuss your ideas with your Volunteer Resource Person and with your assigned volunteer.

4. Go back to question 3 on page 13 of Pre-assessment of this module.

MINI-MODULE 2 - Making the Most of a School Volunteer

STUDY SHEET #2 - How to Conduct a Critique

DIRECTIONS: Divide into groups of 4. Two participants should role play one or more of the following situations for approximately 5 minutes while the other two observe. Then there should be a switch and the observers should role-play as the original players observe. At the end of each role-playing session, brainstorm to see how the critique could have been improved. At the end make a list of criteria that characterize a rewarding critique session.

SITUATION 1: A student or task director has frustrated the volunteer so badly that he is on the verge of resigning.

SITUATION 2: During your observation, your volunteer breaks an important school or class rule.

SITUATION 3: Several students have complained about the attitude of your volunteer.

SITUATION 4: You hear via the grapevine that your volunteer has been criticizing you and your techniques.

SITUATION 5: You discover that your volunteer seldom uses those plans or procedures that you have agreed upon, but he usually gets positive results.

SITUATION 6: A parent, aide or other teacher comments to you that your volunteer is either A or B:

A. Doing a better job than you.
B. Incompetent and should not be allowed to continue.

SITUATION 7: You observe that your volunteer has missed several sessions without reporting and is usually late when he does arrive.

SITUATION 8: Your volunteer often expresses in words or actions that he feels he is doing only "busy work" and is never really "contributing".

SITUATION 9: After observing your volunteer, you feel he could profit by further instruction in a particular technique or skill.

B-2 MODULE

FEEDBACK SHEET

No learning resource is ever "finished" or final. Your feedback as a user of this experimental version is especially needed so that modification can be made.

Title of Module:_____No._____

Name of reviewer (optional)_____Date:_____

1. Do you feel that this module has improved your professional skills?

_____ Yes _____ No

2. Would you suggest modifications to improve the module?

_____ Yes _____ No

3. If yes, indicate section where modification is needed.

_____ Objectives _____ Materials _____ Activities or Procedures _____ Evaluation _____ Other

4. Please list below any technical or typographical errors you noticed (spelling, punctuation, omissions, typos, incorrect page references, etc.)

Page Item

5. Please list any terms or expressions that you think might be changed (not clear, too technical, jargon, "education-ese", too abstract, etc.)

Page _____ Item _____

6. Are there any explanations or directions that you feel are not clear, too long, or too short?

Page _____ Item _____

7. Are there any activities or procedures that you feel should be changed, (eliminated, expanded, revised in any way, substituted for other types of procedures.)

Page _____ Item _____

8. Where might changes be made in the evaluative sections (pre-assessments, pre or post tests, post assessment, internal practice and feedback activities, work sheets, checklists, rating scales, etc.)

Page _____ Item _____

9. Do you know of any resource material (reading, films, tapes, activity descriptions, games, critical problem situations, etc.) that might be used with or incorporated into this module? Please give us as much information as you can about locating the resource and how it might be utilized here. Add additional sheets if necessary or attach materials where needed.

The writers of the Volunteer Training Program wish to acknowledge the following Dade County Public Schools personnel for their cooperation in providing input on the use of volunteers after having participated in the pilot phase of the School Volunteer Program in the North Central District of the Dade County Public Schools:

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